DOCUMENT RESUME

ED 095 921 IR 001 106

| | |
|---|---|
| TITLE | Life-Coping Skills for Eleven-to-Thirteen-Year-Olds. Prospectus. |
| INSTITUTION | Agency for Instructional Television, Bloomington, Ind. |
| PUB DATE | Sep 74 |
| NOTE | 49p.; For a related document see ED 089 797 |
| EDRS PRICE | MF-$0.75 HC-$1.85 PLUS POSTAGE |
| DESCRIPTORS | *Adolescents; *Affective Behavior; Affective Objectives; Audiences; Behavior Patterns; *Educational Television; *Emotional Development; *Programing (Broadcast) |
| IDENTIFIERS | *Agency for Instructional Television; Life Coping Skills |

ABSTRACT

The goals and activities of the Agency for Instructional Television in developing a series of television programs on "life-coping skills" for early adolescents are described in this report. The background of the project as well as the intended audience is discussed, and the "life-coping skills" are specified. The project is described with all its characteristics, evaluation aspects, and curriculum implementations. Each of the planned television programs is outlined. The report concludes with the technical details of the project and a history of the Agency for Instructional Television. (WH)

ED 095921

BEST COPY AVAILABLE

agency for instructional television

PROSPECTUS

# Life-Coping Skills

## FOR ELEVEN-TO-THIRTEEN-YEAR-OLDS

September 1974

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

This prospectus had its origin in September 1973 when the Agency for Instructional Television asked all American and Canadian chief school officers for help in the identification of needed program projects. In October and November, persons from twenty-nine states and seven provinces came together at four regional meetings conducted by AIT. Participants recommended that AIT explore cooperative projects in essential learning skills, metric education, and life-coping skills.

A project brief in life-coping skills had been prepared for the 1973 regional meetings. Following the meetings, AIT commissioned the writing of a preliminary report in this area. Completed and distributed in the spring of 1974, the report was discussed at a second series of four regional meetings in May and June. Persons from thirty-one states and six provinces attended these meetings; in addition, AIT received written responses to the report from persons in thirty-two states and three provinces.

Preparation of this prospectus took place in the summer of 1974.

The Agency for Instructional Television seeks to strengthen education in the United States and Canada through television and other technologies. Its basic function is the development of significant and effective school television programming, primarily through the pooling of state and provincial resources.


Board of Directors
Agency for Instructional Television

Jean-M. Beauchemin
Associate Deputy Minister
Quebec Department of Education

Brian Brightly
Executive Director
Massachusetts Executive Committee for Educational Television

Edwin G. Cohen
Executive Director
Agency for Instructional Television

Martin W. Essex
Superintendent of Public Instruction
Ohio State Department of Education

Earle K. Hawkesworth
Deputy Minister
Alberta Department of Education

Glenn W. Hoffmann
Superintendent of Schools
Santa Clara County, California

William M. Holm
Superintendent of Schools
Ector County, Texas

T. Ranald Ide
Chairman, The Ontario Educational Communications Authority

Marshall L. Lind
Commissioner of Education
Alaska Department of Education

Frances R. Link
Senior Associate, Curriculum Development Associates, Inc.
Washington, D.C.

Sterling M. McMurrin
Dean, Graduate School
University of Utah

John A. Montgomery
Vice President
Public Broadcasting Service

Jack P. Nix
Superintendent of Schools
Georgia State Department of Education

Ewald B. Nyquist
Commissioner of Education
New York State Education Department

Walter D. Talbot
Superintendent of Public Instruction
Utah State Board of Education

C. Taylor Whittier
Commissioner of Education
Kansas State Department of Education

ED 095921

# Life-Coping Skills

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

**September 1974**

© 1974
Agency for Instructional Television

All rights reserved. This prospectus, or any part thereof, may be reproduced with consent.
All inquiries should be directed to AIT, Box A, Bloomington, Indiana 47401.

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Agency for Instructional Television
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

## Prospectus: Life-Coping Skills (September 1974)

Prepared by

Orvis A. Harrelson
Tacoma Public Schools

With the assistance of:

Lochie B. Christopher
Kentucky Educational Television

Glenn Easley
Tacoma, Washington

Geneva Gay
Association for Supervision
and Curriculum Development

Robert L. Holland
Ohio Department of Education

Miriam Karlins
Minneapolis, Minnesota

Wallace Ann Wesley
American Medical Association

## Preliminary Report: Life-Coping Skills (April 1974)

Prepared by

Ad Hoc Committee on
Life Coping Skills

Robert K. Avery
University of Utah

Terry Borton
Stevens School, Philadelphia

Orvis A. Harrelson (Chairman)
Tacoma Public Schools

H. Michael Hartoonian
Wisconsin Department of
Public Instruction

Carl Haney
Kansas State Department of
Education

Levi Lathen
Illinois State Department of
Public Instruction

Frank Morley
Ladue School District, St. Louis

Marlys Peters
BelAir Elementary School
Minnesota

Shirley Reeder
Franklin D. Roosevelt
Junior High School
Cleveland

Wallace Ann Wesley
American Medical Association

# TABLE OF CONTENTS


*Preface* ---------- i

SECTION I

A. Background ---------- 1
B. The Audience ---------- 3
C. What are Life-Coping Skills? ---------- 6

SECTION II

A. Characteristics of the Project ---------- 11
B. Planned Programs ---------- 12
C. Verification ---------- 13
D. Curriculum Implications ---------- 13

SECTION III

Outline of Planned Programs ---------- 15

SECTION IV

Project Information ---------- 41

SECTION V

History of the Agency for Instructional Television ---------- 51

Selected References ---------- 57

## PREFACE

In the fall of 1973 the Agency for Instructional Television asked educators and broadcasters in the United States and Canada to help identify broad areas for future cooperative program projects. For this purpose, AIT held regional meetings that were attended by representatives of twenty-nine states, the District of Columbia, and seven Canadian provinces. Those attending (about 125 persons) included chief school officers, other high education officials, school superintendents, curriculum supervisors, classroom teachers, educational broadcasters, and representatives from national professional education associations.

The participants recommended that AIT explore the possibility of cooperative projects in three areas: metric education, life-coping skills, and essential learning skills. Accordingly, study teams were appointed by AIT and preliminary reports were developed in each of these areas. In May and June of 1974 the reports were reviewed at four AIT regional meetings. Copies were sent also to interested professionals, who returned their responses by mail.

The Life-Coping Skills Preliminary Report was among those reviewed at the regional meetings. The report suggested that AIT build on the success of its previous life-coping series ("Inside/Out") by extending the original concepts for that series to another age group. The new series should be thought of as another level of a comprehensive and on-going life-coping skills project. Part of the report recommended that AIT develop an instructional plan for a television series that would include:

a. Programs for the eleven-to-thirteen-year-old that emphasize the personal and interpersonal concerns of young people during this phase of human development.

b. Related print material for use by classroom teachers, guidance counselors, and vocational guidance or career educators.

An instructional design team met July 15-19, 1974 in Bloomington, Indiana to develop an instructional plan for a new life-coping skills series. The design team* included several persons who were involved in the "Inside/Out" curriculum design. The team was assisted by Robert Fox, Saul Rockman, and Larry Walcoff of the AIT staff, and several script consultants.

---

*Lochie B. Christopher, Special Projects Coordinator, Kentucky Educational Television; Glenn Easley, Clinical Psychologist, Tacoma, Washington; Geneva Gay, Associate Executive Secretary, Association for Supervision and Curriculum Development; Orvis A. Harrelson (Chairman), Administrative Director of Health, Tacoma Public Schools; Robert L. Holland, Chief, Health, Physical Education and Recreation Section, Ohio Department of Education; Miriam Karlins, Mental Health Consultant, Minneapolis; and Wallace Ann Wesley, Director, Department of Health Education, American Medical Association.

# SECTION I.

## A. BACKGROUND

The life-coping skills project for early adolescents was stimulated by the enthusiastic response to "Inside/Out," the widely-used and effective television series in emotional and social health education for younger children. The objective of this earlier consortium project is to help eight-to-ten-year-olds achieve and maintain well-being by learning to understand and cope with their emotions.

The approach of "Inside/Out" is open-ended; it seeks to involve students by encouraging social communication. This method is also appropriate for helping early adolescents develop their life-coping skills.

The emotional well-being of early adolescence can perhaps best be achieved by emphasizing processes rather than rules, stressing the affective while not excluding the cognitive, and seeking student involvement in problem-solving processes rather than letting adults provide answers. Such an approach is compatible with the general thinking of health educators who are interested in dealing with the <u>whole</u> child.

In addition to serving as an excellent model, the "Inside/Out" project has been a catalyst for professionals in health, guidance, and general education. Parents, church groups, school administrators, and teachers have expressed their satisfaction and are requesting other materials that stimulate interaction between adult and child and between the child and his peers. Many educational agencies have introduced emotional health programs that use "Inside/Out" as a basic element. Some agencies modified existing curricula and added "Inside/Out" to introduce life-coping skills into the classroom. In almost every instance, "Inside/Out" has been received enthusiastically by parents, teachers, and students.

Extensive promotional activities have been carried out on behalf of "Inside/Out" by state and local education and broadcasting agencies, as well as by Exxon Corporation. (A grant from Exxon Corporation provided additional support for the publication of the "Inside/Out" teacher's guide, creation of the "Inside/Out" utilization kit, and production of an informational film about the series.) Feature articles in major magazines and newspapers introduced the series to the general public, while Bantam Books, Inc. published "Stories from Inside/Out," a collection for children and their parents based on eight of the "Inside/Out" programs.

To encourage maximum effectiveness of "Inside/Out," health educators and school television utilization personnel conducted numerous utilization workshops and other in-service projects for teachers using the series. In this way, teachers learned not only about "Inside/Out" but also about affective education and the use of discussion techniques in the classroom. Existing use of the series and wide-spread promotional activities have opened the door for additional television materials. Current enthusiasm indicates that a new series similar to "Inside/Out" would be most welcome.

## B. THE AUDIENCE

A person in the eleven-through-thirteen age group is at the beginning of a major endocrine revolution -- a revolution intensified by sociological and psychological changes that produce inner conflict and turmoil. The adolescent attempts to understand these changes in his own body as well as the shifting relationships with parents and peers. The adolescent re-evaluates the problem-solving techniques and life-coping skills he or she used during the middle years. During this time of emotional and physiological ferment, a young person needs to develop varied and sophisticated ways of relating to the world, needs to make efficient and effective decisions,

and needs to develop and deal with new concepts of personal identity -- a *self*.

"Who am I?" "Am I normal?" "What do others think of me?" "How can I ever learn to be independent?" The early adolescent seeks to answer these questions through action and living, through experimenting and testing, as well as through intellectual processes. One of the goals of education is to provide opportunities for young people to formulate individual answers to these questions and to develop skills for coping with these issues and feelings.

After reviewing the professional literature and talking with young people between eleven and thirteen, the instructional design team established age thirteen as the target audience. The developmental level attained by age thirteen was chosen with the understanding that thirteen-year-old behavior can be viewed by the younger children as a model to be attained. Eleven-and-twelve-year-olds will identify readily with the problems they will be facing very soon; in most cases they will have already begun to wrestle with them. The instructional design team accepted the following description of the thirteen-year-old contained in David Elkind's book, Sympathetic Understanding of the Child Six to Sixteen, as an excellent description of the intended audience.

In many thirteen-year-olds there appears to be a gradual turning inwards and preoccupation with self and self-evaluation. The thirteen-year-old is frequently "touchy." At this age the young person is likely to sulk and go to his room when angry or upset or, less frequently, to respond with sarcastic remarks. The thirteen-year-old often enjoys the errors and mistakes of others. Boys and girls at this age often seem to have more "worries" than fears, which was not true at younger age levels. In general, thirteen seems to be a period of introspection and appears to be the least happy of the adolescent years, perhaps because at this age young people are more sensitive to real or imagined slights.

Thirteen's introspectiveness also appears in this search for a personal self and self-understanding. At this age the adolescent agonizes over being too fat or too short or too weak. Young people during this period are very concerned about being like other members of their group in dress and behavior. There is also emphasis on inner qualities such as "brains" and "personality." At thirteen boys and girls like to keep to themselves as they discover the privacy of their own thoughts. Attempts of adults and siblings to talk to them are often regarded as prying. It is important to realize that thirteen's reclusiveness is a constructive and necessary period of inner consolidation that requires a certain freedom from external intrusions.

The seclusiveness of the average thirteen-year-old is frequently associated with a dimunition of friendships, which are less close than they were before. Girls tend to form threesomes, and frequently two of the girls will gossip about the third in her absence. Interest in friends may vary from day to day, and friends are seen mostly as those to whom secrets can be confided. Boys, too, seem to have fewer friends at thirteen and are more easily angered and upset by other boys. Although some group activities persist, even fairly close groups may split up, with each boy going his own way.

Some girls may begin dating at thirteen, but this is more the exception than the rule.... The fact that many girls are larger than boys at this age creates a problem in boy-girl relations. Thirteen-year-old girls may be more critical of boys than they were at twelve but they still act silly and giggle when boys are around.

*Boys show less interest in girls when they are thirteen than when they were twelve. Although they continue to be interested in girls they are not so concerned about acknowledging a particular girl as a "girl friend." Few thirteen-year-old boys date girls and some are confirmed woman haters. The forms of boy-girl interaction are still childish, and boys at this age may still grab a girl's hat or wrest away her books, or tease and plague her in other ways.*

*Perhaps as a consequence of the inner directiveness of the thirteen-year-old, reading tends to increase and favorite books are read and reread. Favorite books are those that involve a lot of action, such as detective, adventure, and mystery stories....*

*Within the school setting boys and girls are more settled than they were at twelve.... In general, youngsters at this age are better organized and use their time better than they did before. Because of their concern with their individuality, many thirteen-year-olds appreciate special projects and activities that reflect their unique personalities....* (Elkind, 1971, pp.131-133)

## C. WHAT ARE LIFE-COPING SKILLS?

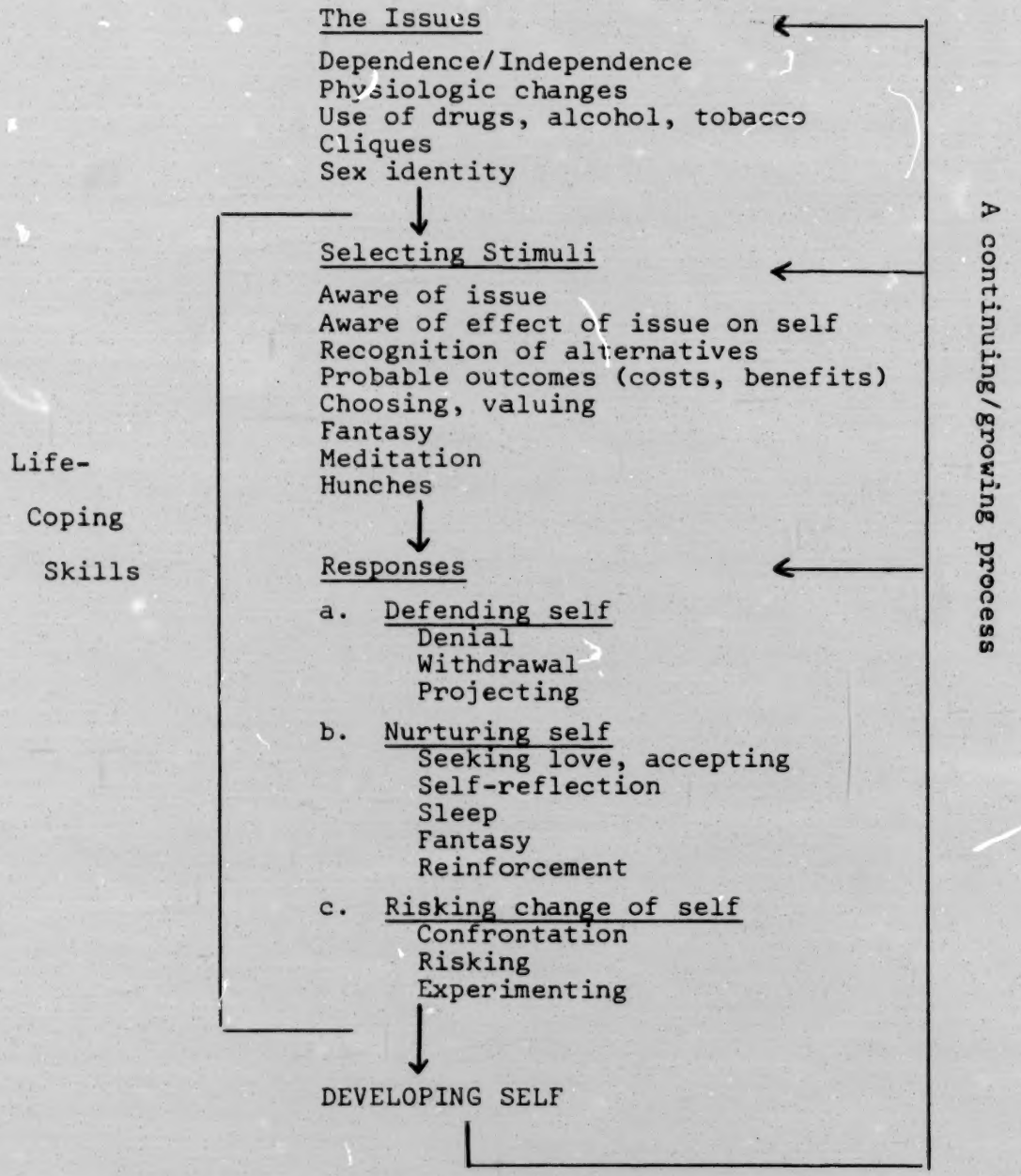
Life-coping skills are those processes of living that allow individuals to deal with the many problems, issues, and changes encountered at various developmental stages in a way that will lead to personal growth and maturity. This definition suggests that life-coping skills can be developed to help cope with problems brought on by changing circumstances. Each period of life brings changes in physical state, personality, social relationships, and developmental tasks. These transitions require individuals to seek and apply new skills

that will keep them in a state of dynamic equilibrium. The definition also implies that the development of life-coping skills is a continuing process that promotes the personal growth of individuals. The phrase "life-coping skills" implies the ability to defend, nurture, and cause desirable changes in oneself, as well as the ability to select appropriate issues and problems.

During the preparation of the life-coping skills instructional design, the consultants found the 1962 and 1966 Yearbooks of the Association for Curriculum Supervision and Development particularly useful. (Life Skills in School and Society, 1962; Learning and Mental Health in the School, 1966) The writings of Dr. George Brown in Human Teaching for Human Learning: An Introduction to Confluent Education, and the work of McClelland and Alschuler in achievement motion were valuable, as were Kohlberg's studies of moral development and Crutchfield's analysis of creativity (see Selected References).

These sources and others provided the background information for the development of the following model of life-coping skills. The model demonstrates the interaction between the issues critical to the young adolescent and how these issues relate to life-coping skills. The items listed under each heading are examples only and are not meant to be an exhaustive list.

## Life-Coping Skills Model



The underlying concept of this model is that each individual chooses the issues that are important from among a myriad of stimuli that impinge on his or her consciousness. As a result of a decision-making process, the person acts in a particular way to cope with the issue or problem. These actions may maintain the "self" as it is or defend it, may nurture it, or may challenge the "self" and cause it to change. If the life-coping skills of selecting stimuli and responding to them through defense, nurturing, and change are skillfully employed, the individual is strengthened and developed. The purpose of a new series of television programs will be to provide opportunities for young people to improve their life-coping skills and strengthen their concepts of identity, self, and integrity (independence as well as inter-dependence).

In many writings the life-coping skills are described as rational, conscious processes that, at least by inference, can be produced to order. The design team believes them to be rational and irrational, intellectual and emotional, conscious and unconscious processes that can be practiced and improved by the individual. They believe that young people can be assisted in their quest to improve life-coping skills and develop a personal identity by the programs and learning activities described in the next parts of the prospectus.

# SECTION II.

## A. CHARACTERISTICS OF THE SERIES

The proposed series will consist of fifteen fifteen-minute color programs. The presentations will be dramatic or semi-documentary in nature. They will deal with issues of critical concern to eleven-through-thirteen-year-olds, and will use an open-ended format wherever possible. The programs will serve as a stimulus for students to begin classroom discussion of issues and alternative coping responses. They also will be designed to lead to further classroom exploration and inquiry into life-coping skills appropriate for this age group.

The life-coping skills series will include an instructional guide to help teachers plan learning activities following each program. The activities suggested in the guide will be designed to encourage students to deal with developmental issues and to learn skills for coping with the questions raised in the programs. The guide will stress, without being prescriptive, processes of decision-making, valuing, communicating, and interacting with others.

Section III presents outlines of ten of the planned programs, including the rationale, purpose, story comments, and potential learning activities for each. These programs are ready for script development. Another three programs await further design work, while two program subjects have not yet been determined. The subjects of these final two programs will be chosen after suggestions from consortium agencies have been received.

## B. PLANNED PROGRAMS (see Section III)

Ready for Script Development

1. Changes
2. To Try or Not To Try
3. Let's Meet -- The First "Date"
4. Everyday Pressures
5. Cliques
6. "They Say," "Systems and Self," "It's a Rule"
7. Failure -- Disappointment
8. Privacy
9. Pressures to Achieve (success)
10. Differences (Ethnic, Racial)

Need Further Design Work

11. Sex role identification and sex role diffusion vs. sex role stereotyping
12. Morality
13. Families

Possible Subjects -- Pending Consortium Suggestions

14. and 15.
Doing something well/jumping from one thing to another (searching)
Enjoying living
Accepting challenges, survival, "Outward Bound"
Fearing abnormality
Good child/bad child
Taking advantage of younger children

## C. VERIFICATION

The series will be judged for its ability to stimulate the learning of life-coping skills. Comparison of the purposes of the life-coping skills units with a compendium of the educational goals of the fifty states indicates that they are compatible in almost every instance. The purposes also fit well with available health education, social studies, drug education, and counseling guidelines in most states.

## D. CURRICULUM IMPLICATIONS

While the proposed series is interdisciplinary, it is recognized that middle schools and junior highs are often organized into subject matter areas. The programs, as well as the instructional guide, will be developed primarily for use by health education teachers and by teachers of social studies. Some schools, however, may wish to assign the responsibility to vocational guidance counselors or career educators.

# SECTION III

## OUTLINE OF PLANNED PROGRAMS

Programs 1 through 10 ---------- Ready for Script Development

Programs 11, 12, 13 ---------- Need Further Design Work

Programs 14 and 15 ---------- Possible Subjects, Pending Consortium Suggestions

## 1. CHANGES

Rationale: The endocrine revolution that occurs during the years eleven-through-thirteen causes many physical changes. Young people find their bodies rapidly changing in size and shape, as well as experiencing the accompanying changes of puberty -- new body hair, voice changes, menstruation, and complexion problems. These changes raise questions, and cause anxiety and resentment. Many youngsters worry because their friends have changed while they have not yet begun to experience puberty. The topic is of prime concern to young people of this age group.

Purpose: To stimulate classroom discussion and provide learning opportunities that help early adolescents recognize, understand, and begin to cope with the emotions and feelings related to physiological changes.

Story comments: This topic might be handled by portraying vignettes of children dealing with changes in a humorous way. Another approach would be to have a tall, underdeveloped child and a short, well developed child as the principal characters. Each feels the other is better off but they finally realize the humor of this and begin to help each other cope. A third possibility is a story about a child who deeply resents the changes of adolescence (complexion problems, menstruation, clumsiness, etc.) and how that child attempts to deal with his or her feelings.

Learning activities:

Develop alternative coping responses for the principal characters in the program;

Explore feelings about changing physiology;

Give good information about changes -- skin care, menstrual care, etc.;

Describe the individual's unique developmental pattern -- charting development over time, realizing assets and talents, etc.;

Discuss teasing others about physical changes.

## 2. TO TRY OR NOT TO TRY

Rationale: The use of drugs, including alcohol and tobacco, has become a modern initiation rite into adolescence. A child of this age is faced with a dilemma. His parents and teachers say "don't." Friends and classmates say "do." Social acceptance is very important, but so is the voice of conscience. It is important for youngsters to learn to deal with the resulting conflicts.

Purpose: To stimulate classroom discussion and provide learning opportunities that help young people deal with their feelings when they are forced to choose between social acceptance and rejection as a result of using or not using drugs, alcohol, or tobacco; to provide the opportunity for students to understand the forces that impinge on their decisions; and to provide explanation of ways to become an independent decision-maker.

Story comments: The story should be about an initiation rite rather than the health issues of drugs, alcohol, and tobacco. Perhaps a thirteen-year-old might be coaching an eleven-year-old in the art of smoking -- "That's not the way you do it." Include the child's awareness and envy of older youngsters, and the larger issue of incipient adulthood. The question of trying or not trying should be open-ended. The central character should be left in conflict.

Learning activities:

Discuss pros and cons of using drugs, alcohol, and tobacco;

Discuss conflict between acceptance and rejection;

Identify the conflict of group pressure and parental expectation;

Identify why one might or might not try (rebelling, experimenting, seeking acceptance);

Recognize how decisions affect other people (parents, siblings, peers, etc.);

Discuss valuing and decision-making.

## 3. LET'S MEET -- THE FIRST "DATE"

Rationale: The endocrine changes and the social patterns of adolescence cause strong feelings in children of this age group about their ability to interact successfully with members of the other sex. They are concerned not only with the techniques of dating (manners, planning dates, etc.), but also with the deeper questions concerning love and self-worth. "Will he or she like me?" "Am I worthy of being liked?" A program about the first "date" and girl-boy relationships in general is a natural for eleven-to-thirteen-year-old children.

Purpose: To stimulate classroom discussion and provide learning opportunities that help young people understand that feelings of anxiety and concern about interacting with persons of the other sex are important and universal; to assist them with coping successfully with those feelings.

Story comments: This program should include love, tears, and joy. Perhaps use a story about a "date." This could be a fantasy of anticipation. "Will I speak first?" "How will I hold my hand?" The ending should leave open the question of how the principal characters deal with their situation. Perhaps this could be a humorous program.

Learning activities:

Discuss the alternatives available to the persons shown in the program;
Practice communication techniques;
Explore manners, grooming, dating, making plans;
Role-play dating situations;
Find a model (talking with parents, peers);
Share personal experiences and concerns (if they desire).

## 4. EVERYDAY PRESSURES

Rationale: The eleven-through-thirteen age group experiences rapid physical and emotional change. Many new opportunities and responsibilities are available. Enthusiasm leads to increased activity and willingness to try new things. Parents place greater pressure on the children through increased expectations. Multiple pressure situations and mood changes occur daily and seem overwhelming. Therefore, it is quite appropriate to consider how one copes with the interaction of daily pressures and mood swings.

Purpose: To stimulate classroom discussion and provide learning opportunities that encourage young people to recognize daily pressures and mood swings; and to provide opportunities for learning skills to deal with them.

Story comments: The daily pressures and mood swings of adolescence should be illustrated. These might include: the problems of adjusting to different environments; the higher expectations that accompany increasing age; and the feelings of anxiety that come from unfulfilled aspirations. The program should consider, also, adjusting to persons of the other sex, emotions that result from social, academic, or family demands, and obstacles that interfere with achievement.

Learning activities:

Discuss the daily pressures and moods shown in the program, and how the central characters deal with them;

Draw parallels between what was viewed and personal experience;

Consider the life-coping skills that assist in managing these situations and the resultant feelings (recognizing, withdrawing, selective perception, blowing off steam, and confronting);

Discuss valuing and decision-making.

## 5. CLIQUES

Rationale: Cliques are an important part of the life of most young teenagers. Sometimes they are part of a group. Other times they are excluded. Often they feel that to be "in" is good and to be "out" is bad. While it is true that being part of a clique provides security and power, it is equally true that personal identity can be lost through identifying too strongly with a group. It is desirable for children of this age to become aware of the need for group membership as well as the need to be independent.

Purpose: To stimulate classroom discussion and provide learning opportunities that help students examine the positive and negative aspects of belonging to an "in" group; to explore the concept of "Who am I?" outside the group; to understand that one becomes an individual by being both within and without groups.

Story comments: The central character could be shown experiencing being "in" and being "out" of a group. Another possibility would be to show a young person gaining admittance to a group, progressing to leadership, and then falling from power. The story should illustrate that one must give up something to get into a group, just as one must give up something to be outside of a group, but both situations are worthwhile.

Learning activities:

Discuss feelings related to being "in" and "out" of groups;
Examine the self-centeredness of groups and how they form and dissolve;
Consider alternative ways of coping with cliques from within and without;
Distinguish between the roles one plays and one's identity;
Become aware of one's own need for group membership or individuality.

## 6. "THEY SAY," "SYSTEMS AND SELF," "IT'S A RULE"

Rationale: Young people entering middle school and junior high often have great expectations of freedom as well as increased responsibility in the new situation. Often they are disappointed, and find themselves treated as part of a system or organization rather than as an individual. The personality growth that occurs during this period heightens the potential for conflict. The opportunity to explore the relationship between the self and systems is vital to the age group. Learning the skills necessary for dealing with systems is also important for the individual's future.

Purpose: To stimulate classroom discussion and provide learning opportunities that explore the relationship between individuals and systems; and to teach workable skills of change (techniques that allow the individual to confront the system and perhaps attempt to change it).

Story comments: Since school represents the system that is most familiar to youngsters, the program should probably reflect this setting. The story should demonstrate how individuals and systems interact and how discipline based on nameless higher authority can be destructive. The dramatization might center around school rules administered on the basis of, "It's the rule. That's why you have to do it."

Learning activities:

Discuss such questions as: Is it a system problem or a people problem? Are there system problems in our school? How should we react to these?

Role-play various coping skills such as conformity, questioning, withdrawal, adaptation, and confrontation.

Discuss ways to change systems. What are they? What are the effects of these methods?

## 7. FAILURE - DISAPPOINTMENT

Rationale: Acceptance of self is very important at this age. To grow toward self acceptance and maturity, one must learn to deal with feelings of failure. It is important to understand that coping with failure is in itself an example of success. In early adolescence enthusiasm and expectation, coupled with a minimum of experience and low performance skills, often lead to minor failures. The skills necessary for coping with failure are very important and are useful throughout life.

Purpose: To stimulate classroom discussion and provide learning opportunities that help students understand failure and disappointment; to provide a model of successful handling of failure; to provide opportunities to discuss feelings associated with failure; to become aware of the cycle of recovery and to learn skills to deal with failure.

Story comments: The story should be that of a young person with great expectations whose attempts at accomplishment are not successful. The program should show the recovery cycle (from shock, humiliation, rage, and rationalization through withdrawal, depression, tears, sleep, to talk with others, humor, re-preparation, and finally willingness to try again). An example might be a swimmer or a tennis player who makes great preparations for a competition and loses.

Learning activities:

Evaluate the negative view of failure that is often expressed;

Discuss ways students learn from failure or from being greatly disappointed.

Practice skills required during recovery from failure: talking it over, fantasies about the situation, re-preparation, etc.

## 8. PRIVACY

Rationale: Developing a personal identity is the central developmental task of this age group. This requires a great deal of privacy. The young adolescent has a variety of privacy needs, including physical, emotional, temporal, and spatial. Typically these youngsters have troubles with a lack of privacy (for example, too many in a room, someone reading a diary or the mail, prying, and others using possessions without permission). A program dealing with the need for privacy and ways of coping with infringement on privacy would fit the needs of this age group.

Purpose: To stimulate classroom discussion and provide learning opportunities that enable young teenagers to recognize that privacy is important as they begin to develop a personal identity; to help them understand their own need for privacy while recognizing that need in others.

Story comments: The story might be set in school and deal with the lack of privacy in a gynmasium locker room, locker search, and crowding. It also could be effectively done in the family setting. This might include parental "smothering," or the problem of a child with many siblings in a small living space.

Learning activities:

Discuss the program and development of alternative coping skills;

Discuss development of opportunities for privacy in the classroom and at home;

Practice privacy skills of self reflection, fantasy, meditation, music, reading, etc.;

Discuss the amount of privacy needed by each individual.

## 9. PRESSURES TO ACHIEVE (SUCCESS)

Rationale: As the adolescent tries to develop identity, he may be so pressured to achieve that he loses opportunities for personality development. Whether the child is handicapped and there is excessive outside pressure to overcome the deficit (e.g. reading failure) or whether there is talent and the pressure is to excel, adolescents need to learn to cope with these external pressures. Pressure to achieve is one area that may limit development of other facets of the young person's personality.

Purpose: To stimulate classroom discussion and provide learning opportunities that help adolescents recognize pressure to achieve and why it is of concern to them; to explore the effects of pressure; and to learn ways of coping with pressure.

Story comments: The story might deal with a musical prodigy, a star athlete, or a chess player. Another possibility would be the person who is not visibly handicapped but who cannot read. In all of these examples there should be pressure to achieve to the detriment of the child's total development. The child's coping skills -- acceptance, conformity, withdrawal, fighting back, and search for nurture -- should be demonstrated.

Learning activities:

Consider the feelings of the principal character in the program;

Develop alternative ways of dealing with the pressure to achieve;

Role-play the alternative ways of dealing with pressure and consider the potential outcomes of using each life-coping skill;

Explore ways to judge those who are applying the pressure to determine their motives;

Consider how one develops self-motivation.

## 10. DIFFERENCES (ETHNIC, RACIAL)

Rationale: As students make the transition from elementary school to the secondary level, racial, ethnic, and religious differences begin to have a greater effect on interpersonal relationships. Children of this age discover that what was socially sanctioned or encouraged at a younger age may no longer be acceptable. Youngsters can benefit from assistance in identifying these differences and how they affect personal and group friendships.

Purpose: To stimulate classroom discussion and provide learning opportunities that assist each person to understand the need for a personal racial or ethnic identity and to help him or her appreciate the qualities that are common to all human beings.

Story comments: The design team recommends a detailed study of a friendship between two elementary children of differing skin color. The friendship is threatened as the youngsters go on to the secondary level by the changing societal and racial group sanctions and expectations. The program should be open-ended but should show several attempts at coping with the problem. Every effort should be made to avoid stereotypes.

Learning activities:

Discuss the program with emphasis on the feelings of the principal actors and how they deal with the question of differences;

Ask each student to develop a personal cultural description;

Examine values that are primarily influenced by ethnic, racial, or religious heritage;

Question leaders of various ethnic, religious, and racial groups about their beliefs and feelings;

Analyze situations in the local school or in the classroom that encourage the learning of coping skills that deal with differences.

## 11. SEX ROLE IDENTIFICATION AND SEX ROLE DIFFUSION VS. SEX ROLE STEREOTYPING

The rapid sexual changes of this age group cause difficulties for adolescents. The current reappraisal of sex roles and stereotypes provides little in the way of a solid base on which to build a sexual identity. A program and related learning opportunities designed to assist children in developing a positive sexual identity is strongly recommended.

## 12. MORALITY

Youth of this age question concepts of right and wrong. They see incongruity between what they are supposed to do and what they want to do. They wonder about social mores and have doubts about the worth and practicality of their religious beliefs. Parental belief is questioned and alleged hypocrisy announced. These doubts are often difficult to handle because beliefs are being questioned. Learning opportunities in the area of morality and ethics would be valuable for the eleven-through-thirteen-year-old.

## 13. FAMILIES

Children live in all kinds of family settings. "Typical American," one-parent, foster, broken, extended, and communal are just a few of the adjectives we use to describe types of families. Within the family there are varying kinds of arrangements and roles for individual members. Society makes value judgments about these arrangements and youngsters are affected by such judgments. The eleven-to-thirteen-year-old, while seeking independence from the family, remains dependent on it. A program examining this subject would be very beneficial to these young people.

14. and 15.

DOING SOMETHING WELL/JUMPING FROM ONE THING TO ANOTHER (SEARCHING)

ENJOYING LIVING

ACCEPTING CHALLENGES, SURVIVAL, "OUTWARD BOUND"

FEARING ABNORMALITY

GOOD CHILD/BAD CHILD

TAKING ADVANTAGE OF YOUNGER CHILDREN

BEST COPY AVAILABLE

# SECTION IV.

## PROJECT INFORMATION

### Program Materials

Number of programs: This project will include fifteen fifteen-minute color programs for eleven-to-thirteen-year-old children.

Availability of program materials: The programs will be available for initial use beginning in October 1975.

### Use Rights

The program materials will be available to each charter participant for unlimited instructional use by all school systems -- local and county, public and private, in the classroom or at home -- within the charter participant's legal jurisdictional and/or normal broadcast area. Unrestricted instructional use of the materials will be continued at least through the 1981-82 academic year. The content of the programs will be planned to permit long-term use.

### Formats

Programs will be available on high-band two-inch color tape, 16mm color film, and three-quarter-inch videocassette. They will also be available on helical formats (one-inch IVC, half-inch EIAJ-1). Most other formats can be made available by special arrangement.

BEST COPY AVAILABLE

Production Agencies

Several producing agencies will be selected based on their ability to create effective learning materials for children. All production will be under the supervision of AIT.

Teacher's Guides

A teacher's guide will be prepared under AIT's supervision and will be made available to the charter participants at cost plus servicing expense. Arrangements will be made to accommodate those agencies desiring to reproduce their own copies.

Evaluation

Formative evaluation procedures will be emphasized during the developmental stages of this series. Evaluation teams will work with content and instructional designers in the development of program and series objectives that will, whenever possible, be behavioral and testable. Various evaluative techniques will be used during the early stages of program development to provide information to the content and design staff. Completed programs will be examined in representative classrooms with both teachers and students to determine the effectiveness of the material in reaching stated objectives.

Consortium Involvement and Participation

On at least two occasions during the project design and production period, organizations will be invited to send participants to program planning, utilization, evaluation, and review conferences. In addition, there will be periodic progress reports in writing to keep each agency advised. Each organization will pay its participants' travel and expenses for these meetings.

BEST COPY AVAILABLE

Project Management

The entire project will be under the management of the AIT staff, which has successfully guided four previous consortium efforts. There are three broad areas of AIT involvement: consortium development, supervision of the production of program and related materials, and project operations. The range of AIT activities includes finance management, legal services (contracts, clearances), editorial services, and duplication and distribution of materials.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

## CONSORTIUM AGENCIES' COSTS*

| 1972 student enrollment Grades 1-12 (see page 45) | Base fee if commitment made by: November 1, 1974 | February 1, 1975 | June 1, 1975 |
|---|---|---|---|
| 0- 500,000 | $ 8,000 | $ 9,500 | $11,000 |
| 500,000-1,000,000 | 9,000 | 10,500 | 12,000 |
| 1,000,000-1,500,000 | 10,000 | 11,500 | 13,000 |
| 1,500,000-2,000,000 | 11,000 | 12,500 | 14,000 |
| 2,000,000-plus | 12,000 | 13,500 | 15,000 |

In addition to the base figures set out above, each agency is assessed one-half cent (1/2¢) per child. The date of an agency's commitment is an important factor in determining that agency's participation cost.

Other costs are as follows:

| | |
|---|---|
| One set of 15 high-band color videotape recordings --- | $1,425 |
| One set of 15 16mm color films | |
| Ordered as part of consortium agreement ---------- | 1,350 |
| Ordered apart from consortium agreement ---------- | 1,875 |
| Ordered by agency not associated with consortium -- | 2,700 |

*Normally, an agency's participation cost is the sum of the base fee for enrollment plus the assessment per child. However, the cost to any state or equivalent agency shall not exceed six cents (6¢) per student. Accordingly, the cost to such agencies with student enrollments of 145,000 or less shall be computed at the rate of 6¢ per student.

BEST COPY AVAILABLE

*1971-72 STUDENT ENROLLMENT BY JURISDICTION

| Jurisdiction | Grades 1-12 | Jurisdiction | Grades 1-12 |
|---|---|---|---|
| Alabama | 799,000 | Nebraska | 326,000 |
| Alaska | 88,000 | Nevada | 133,000 |
| Alberta | 428,000 | New Brunswick | 176,000 |
| American Samoa | 8,000 | Newfoundland | 163,000 |
| Arizona | 474,000 | New Hampshire | 167,000 |
| Arkansas | 459,000 | New Jersey | 1,498,000 |
| British Columbia | 524,000 | New Mexico | 283,000 |
| California | 4,575,000 | New York | 3,501,000 |
| Canal Zone | 13,000 | North Carolina | 1,149,000 |
| Colorado | 566,000 | North Dakota | 143,000 |
| Connecticut | 665,000 | Nova Scotia | 215,000 |
| Delaware | 137,000 | Ohio | 2,424,000 |
| District of Columbia | 142,000 | Oklahoma | 623,000 |
| | | Ontario | 2,031,000 |
| Florida | 1,488,000 | Oregon | 477,000 |
| Georgia | 1,079,000 | Pennsylvania | 2,354,000 |
| Guam | 26,000 | Prince Edward Island | 31,000 |
| Hawaii | 182,000 | | |
| Idaho | 185,000 | Puerto Rico | 692,000 |
| Illinois | 2,377,000 | Quebec | 1,569,000 |
| Indiana | 1,225,000 | Rhode Island | 189,000 |
| Iowa | 644,000 | Saskatchewan | 244,000 |
| Kansas | 505,000 | South Carolina | 637,000 |
| Kentucky | 717,000 | South Dakota | 162,000 |
| Louisiana | 847,000 | Tennessee | 887,000 |
| Maine | 246,000 | Texas | 2,796,000 |
| Manitoba | 244,000 | Utah | 304,000 |
| Maryland | 926,000 | Vermont | 106,000 |
| Massachusetts | 1,190,000 | Virginia | 1,065,000 |
| Michigan | 2,214,000 | Virgin Islands | 19,000 |
| Minnesota | 911,000 | Washington | 801,000 |
| Mississippi | 514,000 | West Virginia | 393,000 |
| Missouri | 1,016,000 | Wisconsin | 1,003,000 |
| Montana | 179,000 | Wyoming | 124,000 |

*Statistics relating to the United States from the 1972 edition of Digest of Educational Statistics, National Center for Educational Statistics, U.S. Office of Education. 1971-72 Canadian enrollments from the 1972-73 edition of Enrollment in Elementary and Secondary Schools in Canada, Statistics Canada.

BEST COPY AVAILABLE

WORKSHEET FOR DETERMINING CONSORTIUM PARTICIPATION COSTS

(Using KENTUCKY as an example)

| | |
|---|---|
| Base fee -- see page 44 | $ 9,000 |
| Student enrollment (grades 1-12 at 1/2¢ per child) see page 45 | $ 3,585 |
| Sub-total consortium cost (total of above two lines) | $12,585 |
| Videotape (1 set) | $ 1,425 |
| Film ( 1 set) | $ 1,350 |
| Teacher's guides (cost to be determined) | $ 4,000* |
| Meetings | $ 900 |
| TOTAL | $20,260 |

*Based on previous consortium experience

BEST COPY AVAILABLE

WORKSHEET FOR DETERMINING CONSORTIUM PARTICIPATION COSTS

| | |
|---|---|
| Base fee -- see page 44 | $ |
| Student enrollment (grades 1-12 at 1/2¢ per child) see page 45 | $ |
| Sub-total consortium cost (total of above two lines) | $ |
| Videotape (15 high-band color programs at $1,425 per set) | $ |
| Film (15 16mm color programs at $1,350 per set) | $ |
| Teacher's guides (cost to be determined) | $ |
| Consortium meetings (two at $450 each per person)* | $ |
| TOTAL | $ |

*These costs are for persons residing in the continental United States.

BEST COPY AVAILABLE

# LIFE-COPING SKILLS PROJECT BUDGET

| | | |
|---|---|---|
| Initial development costs | $ 12,000 | |
| Preliminary Report, Prospectus, and instructional design | 17,000 | |
| Consultants | 8,500 | |
| Travel | 8,000 | |
| Information dissemination and utilization planning | 15,000 | |
| Development of related materials | 6,000 | |
| Writers | 14,000 | |
| Meetings | 1,000 | |
| Master materials | 4,500 | |
| Evaluation/revision | 46,000 | |
| Production | 241,750 | |
| Contingency fund | 4,000 | |
| Sub-total | | $377,750 |
| Consortium development and management, project supervision and operations | 113,325 | |
| Preview materials | 3,000 | |
| | | 116,325 |
| Total budget | | $494,075 |

BEST COPY AVAILABLE

The total project budget is $494,075 and the expenditures will call for an outlay of cash according to the schedule below.

CASH FLOW -- OUT

| JULY-DEC. 1974 | JAN.-JUNE 1975 | JULY-DEC. 1975 |
|---|---|---|
| $154,900 | $191,200 | $147,975 |

CONSORTIUM FEE PAYMENT SCHEDULE

| Commitment by November 1, 1974 | | Commitment by February 1, 1975 | | Commitment by June 1, 1975 | |
|---|---|---|---|---|---|
| Payment due on or before: | | Payment due on or before: | | Payment due on or before: | |
| 1/1/75 | 50% | 4/1/75 | 50% | 8/1/75 | 75% |
| 8/1/75 | 50% | 8/1/75 | 50% | 12/1/75 | 25% |

# SECTION V.

## HISTORY OF THE AGENCY FOR INSTRUCTIONAL TELEVISION

In the spring and summer of 1973 two events occurred that significantly altered the structure of school television in the United States and Canada. On April 11 the Agency for Instructional Television (AIT) was incorporated; on July 1 the National Instructional Television Center (NIT) became a division of AIT.

### Development of the Agency for Instructional Television

The incorporation of AIT was the result of the conviction, held through years of experimenting and planning, that television could become a prime force in improving education. Although many educators shared this belief in the 1960's and attempted to act on it, they were confronted with a number of seemingly insurmountable problems, the most important of which was a lack of resources. Thus, through the 1960's television played a relatively insignificant role in public school classrooms.

By 1970, however, the National Instructional Television Center, then a non-profit but self-supporting activity of the Indiana University Foundation, had brought together fourteen agencies in an interstate cooperative venture that produced a major new classroom series in early childhood education. The success of this series ("Ripples") and of the two others produced in the next three years by NIT-directed American-Canadian consortia ("Images & Things" and "Inside/Out") was a spur to the development of a new agency -- one that would directly involve state and provincial education leaders and that would act primarily to continue and expand cooperative production activity.

In the fall of 1972, a group of chief state school officers, educators, and communications administrators representing forty-five states, the District of Columbia, Puerto Rico, and four Canadian provinces met to discuss the improvement of school television. They recommended the establishment of a permanent national organization for developing school television programming.

In November of 1972, the Council of Chief State School Officers reaffirmed its belief that (1) television can and must become a prime force in the improvement of education, (2) considerable resources are necessary to bring this about,

and (3) these resources can be mobilized by expanding and strengthening the cooperative production activity demonstrated over the last four years in three NIT-directed consortium projects. Thereafter, the Council strongly supported the planning and organization of what was to become the Agency for Instructional Television, and on April 11, 1973, AIT was incorporated as a non-profit, tax-exempt, American-Canadian agency.

The transfer of NIT from the Indiana University Foundation to AIT gave the new agency a complete and experienced staff for the management of its cooperative projects. The transfer included the entire NIT operation -- existing staff, headquarters facilities (in Bloomington, Indiana), four regional offices (in the Washington, D.C., Atlanta, Milwaukee, and San Francisco areas), and the distribution of instructional materials. As part of AIT, NIT continues to offer the kinds of materials and services it has provided in the past. This includes the acquisition and distribution of existing materials as well as the development of new materials.

## The Evolution of National Instructional Television

NIT evolved from a very small organization that was financed for the first five years of its existence (1962-67) by the United States Office of Education. Its purpose then

was to demonstrate whether a national agency that provided recorded instructional television programs was both educationally desirable and economically feasible.

For the first three years of the demonstration, NIT was administered by the National Educational Television and Radio Center (NET) in New York City. In 1965 it began operation under the Indiana University Foundation in Bloomington, and when the USOE demonstration was completed in 1967, the Foundation provided partial support. In 1970 NIT became self-supporting.

Through NIT's early years, all the classroom programming it distributed was acquired from regional or local agencies, though much of that programming was adapted for national use. In the late 1960's, NIT began the effort to identify the curriculum areas where television could be most useful and to develop new materials that would satisfy some of these needs. Out of this activity came the idea of the consortium--in which a number of educational and broadcasting agencies pool their resources to create major classroom series beyond the means or capability of any one agency.

NIT CONSORTIUM PROJECTS

"Ripples." Fourteen agencies worked together to develop "Ripples," the first NIT-directed consortium. This early childhood education series deals with human values, feelings, and relationships. Its fifteen-minute color programs -- thirty-six in all -- were first seen in kindergarten and first and second grade classrooms in September of 1970. The budget for "Ripples" was $250,000.

"Images & Things." The second national cooperative venture involved twenty-seven agencies, and out of this project came "Images & Things," an art education series that relates art in its many forms to the everyday lives of ten-to-thirteen-year-olds. The series, released in 1971, consists of thirty twenty-minute color programs. Its budget was $450,000.

"Inside/Out." In the third NIT consortium, thirty-five agencies joined to create "Inside/Out," a series that takes an affective approach to the emotional health and well-being of eight-to-ten-year-olds. Its thirty fifteen-minute color programs were ready for broadcast in September of 1973. The original budget for "Inside/Out" was slightly more than $600,000; a grant of almost $200,000 from Exxon Corporation for the support of related print, film, and utilization activities brought the figure to $800,000.

AIT CONSORTIUM PROJECT

"bread & butterflies." Thirty-four agencies collaborated in this first AIT project. "bread & butterflies" was designed as not merely a television series but as a project in career development with television. It consists of fifteen fifteen-minute color programs (available to schools in September of 1974), a comprehensive curriculum guide, and various utilization materials. The project budget was slightly more than $600,000. In addition, the U.S. Steel Foundation, Union Carbide Corporation, and American Telephone and Telegraph contributed $41,500 to help finance the curriculum guide.

## SELECTED REFERENCES


Alschuler, Alfred. Motivating adolescent achievement. Englewood Cliffs, N.J.: Educational Technology Publications, 1972.

ASCD yearbook. Life skills in school and society. Washington, D.C.: Association for Supervision and Curriculum Development, NEA, 1962.

ASCD yearbook. Learning and mental health in the school. Washington, D.C.: Association for Supervision and Curriculum Development, NEA, 1966.

ASCD yearbook. Perceiving, behaving and becoming. Washington, D.C.: Association for Supervision and Curriculum Development, NEA, 1962.

Brown, George. Human teaching for human learning: an introduction to confluent education. Viking Press, 1971.

Coelho, G.V., D.A. Hamburg and J.E. Adams (Eds.). Coping and adaptation: interdisciplinary perspectives. New York: Basic Books, Inc., in press.

Crutchfield, R. Intelligence perspectives. In, O. Brim et al (Eds.) Intelligence perspectives. New York: Harcourt, Brace and World, 1966.

Drews, Elizabeth Monroe. Self-actualization: a new focus for education. In, ASCD yearbook. Washington, D.C.: Association for Supervision and Curriculum Development, NEA, 1966.

Elkind, David. A sympathetic understanding of the child six to sixteen. Boston: Allyn and Bacon, Inc., 1971.

Kohlberg, Lawrence. The moral atmosphere of the school. In, ASCD yearbook. Washington, D.C.: Association for Supervision and Curriculum Development, NEA, 1970.

Kohlberg, L.; LaCross, J.; and Ricks, D. The predictability of adult mental health from childhood behavior. In B. Wolman (Ed.), Handbook of child psychopathology. New York: McGraw Hill, 1970.

Life-coping skills. Preliminary report. Bloomington, Indiana: Agency for Instructional Television, 1974.

McClelland, David. The achieving society. New York: Van Nostrand, 1961.

Meade, Edward J., Jr. The changing society and its schools. In, ASCD yearbook. Washington, D.C.: Association for Supervision and Curriculum Development, NEA, 1969.

Murphy, L.; and Moriarity, A. Vulnerability and coping. New Haven, Connecticut: Yale University Press, 1974.

National Institute of Mental Health. A behavioral sciences bibliography. Washington, D.C.: National Institute of Mental Health, 1973.

Rogers, Carl R. Toward becoming a fully functioning person. In, ASCD yearbook. Washington, D.C.: Association for Supervision and Curriculum Development, NEA, 1962.

Toffler, Alvin. Future shock. New York: Random House, 1970.

Toffler, Alvin. Learning for tomorrow. New York: Random House, 1974.

Weinstein, Gerald; and Fantini, Mario. Toward humanistic education: a curriculum of affect. Praeger Publishers, 1970.